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## Faculty Senate Monthly Packet November 2017

Portland State University Faculty Senate

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# Faculty Senate, 6 November 2017



In accordance with the Bylaws, the agenda and supporting documents are sent to senators and ex-officio members in advance of meetings so that members of Senate can consider action items, study documents, and confer with colleagues. In the case of lengthy documents, only a summary will be included with the agenda. Full curricular proposals are available at the PSU Curricular Tracking System: <http://psucurriculumtracker.pbworks.com>. If there are questions or concerns about agenda items, please consult the appropriate parties and make every attempt to resolve them before the meeting, so as not to delay the business of the Senate.

Items on the *consent agenda* are **approved** (in the case of proposals or motions) or are **received** (in the case of reports) without further discussion, unless a Senator gives notice to the Secretary in writing prior to the meeting, or from the floor prior to the end of **roll call**. Any senator may pull any item from the *consent agenda* for separate consideration, provided timely notice is given.

Senators are reminded that the Constitution specifies that the Secretary be provided with the name of any **alternate**. An alternate is a faculty member from the same Senate division as the faculty senator who is empowered to act on the senator's behalf in discussions and votes. An alternate may represent only one senator at any given meeting. A senator who misses more than three meetings consecutively will be dropped from the Senate roster.

[www.pdx.edu/faculty-senate](http://www.pdx.edu/faculty-senate)

<p>The meeting will include consideration of an amendment to the Faculty Constitution</p>
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PORTLAND STATE  
UNIVERSITY  
FACULTY SENATE



**To:** Faculty Senators and Ex-officio Members of the Senate

**From:** Richard H. Beyler, Secretary to the Faculty

The Faculty Senate will meet on **6 November 2017** at 3:00 p.m. in **Cramer Hall 53**.

**AGENDA**

[**Note:** as part of the *consent agenda*, item G.1. President's Report, will be moved to 4:00.]

A. Roll Call

B. \*Approval of the Minutes of the 2 October 2017 Meeting – *consent agenda*

C. Announcements and Discussion

1. \*OAA response to October notice of Senate actions – *consent agenda*
2. Announcements from Presiding Officer
3. Nominations for honorary doctorate
4. Announcements from Secretary
5. Overview of PSU response to FOIA requests – David Reese, General Counsel
6. \*Discussion: HB 2998 and possible response from IFS, faculty senates

D. Unfinished Business: None

E. New Business

1. \*Proposed constitutional amendment:

- a) to clarify membership in the Faculty of ranked appointees
- b) to provide ex-officio Senate representation for part-time appointees

[**Procedural note:** a constitutional amendment is introduced and discussed, and any proposed modifications to the amendment are voted on, at a given Senate meeting. The vote on the amendment, without any further modification, then occurs at the subsequent Senate meeting.]

2. \*Major Declaration Policy (ARC/EPC/Steering)

F. Question Period and Communications from the Floor to the Chair

G. Reports from Officers of the Administration and Committees

1. President's Report [at 4:00]
2. Provost's Report

H. Adjournment

**\*See the following attachments.**

B. Minutes of the Senate meeting of 2 October 2017 – *consent agenda*

C.1. OAA response to October notice of Senate actions – *consent agenda*

C.6 Draft IFS resolution. For the text of HB 2998, see:

<https://olis.leg.state.or.us/liz/2017R1/Downloads/MeasureDocument/HB2998>

E.1. Proposed PT XO amendment

E.2. Major Declaration Policy

# PORTLAND STATE UNIVERSITY FACULTY SENATE, 2017-18

## STEERING COMMITTEE

Michael Clark, Presiding Officer

Brad Hansen, Past Presiding Officer • Thomas Lockett, Presiding Officer Elect

*Elected Members:* Annabelle Dolidon (2019) • Steve Harmon (2018) • Karen Kennedy (2019) • David Raffo (2018)

*Ex officio:* Richard Beyler, Secretary to the Faculty • Maude Hines, Board of Trustees Member

Liane O'Banion, Chair, Comm. on Comm. • José Padín, Sr. IFS Rep. (until Dec.) / Candyce Reynolds (from Jan.)

## FACULTY SENATE ROSTER (64)

### All Others (8)

<i>Baccar, Cindy</i>	REG	2020
Blekic, Mirela	ACS	2019
*Burgess, David	OIRP	2018
<i>Faaleava, Toeutu</i>	OAA	2020
Kennedy, Karen	ACS	2018
†O'Banion, Liane	TLC	2019
<i>Singleton, Felita</i>	OSA	2020
Walsh, Michael	HOU	2019

### College of Liberal Arts & Sciences–Arts & Letters (6)

Brown, Kimberley	LIN	2019
<i>Dolidon, Annabelle</i>	WLL	2020
Epplin, Craig	WLL	2018
†Jaén Portillo, Isabel	WLL	2018
Reese, Susan	ENG	2019
†Watanabe, Suwako	WLL	2020

### College of Liberal Arts & Sciences–Sciences (8)

Cruzan, Mitchell	BIO	2019
de Rivera, Catherine	ESR	2018
Flight, Andrew	MTH	2018
<i>George, Linda</i>	ESM	2020
†Mitchell, Drake	PHY	2019
<i>Palmiter, Jeanette</i>	MTH	2020
Podrabsky, Jason	BIO	2019
Webb, Rachel	MTH	2018

### College of Liberal Arts & Sciences–Social Sciences (7)

†Chang, Heejun	GGR	2018
<i>Craven, Sri</i>	WGSS	2020
<i>Hsu, Chia Yin</i>	HST	2020
<i>Liebman, Robert</i>	SOC	2020
Lockett, Thomas	HST	2019
*Robson, Laura	HST	2018
†Schechter, Patricia	HST	2019

### College of the Arts (4)

*de la Cruz, Abel	COTA	2018
†Fiorillo, Marie	COTA	2019
<i>Griffin, Corey</i>	ARCH	2020
<i>James, Meredith</i>	ART	2020

\* Interim appointment

† Member of Committee on Committees

*New senators in italics*

Date: 12 Sep. 2017

### College of Urban and Public Affairs (6)

<i>Chaillé, Peter</i>	PAD	2020
Harris, G.L.A.	PAD	2018
† <i>Martin, Sheila</i>	IMS	2020
* <i>Mitra, Arnab</i>	ECN	2018
Nishishiba, Masami	PAD	2019
Smallman, Shawn	IGS	2019

### Graduate School of Education (4)

Farahmandpur, Ramin	ELP	2018
† <i>Reynolds, Candyce</i>	ELP	2020
Thieman, Gayle	CI	2020
Yeigh, Maika	CI	2019

### Library (1)

† <i>Emery, Jill</i>	LIB	2020
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### Maseeh College of Engineering & Computer Sci. (5)

† <i>Karavanic, Karen</i>	CMP	2020
Monsere, Christopher	CEE	2018
Recktenwald, Gerald	MME	2019
Siderius, Martin	ECE	2019
Tretheway, Derek	MME	2018

### Other Instructional (4)

Carpenter, Rowanna	UNST	2019
† <i>Lindsay, Susan</i>	IELP	2020
*Fernandez, Oscar	UNST	2018
* <i>Taylor, Sonja</i>	UNST	2018

### School of Business Administration (4)

<i>Dimond, Michael</i>	SBA	2020
*Hansen, David	SBA	2018
* <i>Mathwick, Charla</i>	SBA	2019
†Sorensen, Tichelle	SBA	2019

### School of Public Health (2)

*Gelmon, Sherril	HPM	2018
†Messer, Lynne	CH	2019

### School of Social Work (5)

Bryson, Stephanie	SSW	2020
*Constable, Kate	SSW	2018
† <i>Cunningham, Miranda</i>	SSW	2020
* <i>Martinez Thompson, Michele</i>	SSW	2019
* <i>Smith, Gary</i>	SSW	2018

## PORTLAND STATE UNIVERSITY

### Minutes of the Faculty Senate Meeting, 2 October 2017

**Presiding Officer:** Michael Clark

**Secretary:** Richard Beyler

**Senators Present:**

Baccar, Blekic, Burgess, Carpenter, Chaillé, Chang, Constable, Craven, Cunningham, de la Cruz, de Rivera, Dimond, Dolidon, Emery, Epplin, Farahmandpur, Fernández, Fiorillo, Flight, Gelmon, George, Griffin, D. Hansen, Hsu, Jaén Portillo, Karavanic, Kennedy, Liebman, Lindsay, Luckett, Martin, Messer, Mitchell, Monsere, Nishishiba, O'Banion, S. Reese, C. Reynolds, Robson, Schechter, Singleton, Smallman, Sorensen, Taylor, Thieman, Walsh, Watanabe, Webb, Yeigh

**Alternates Present:**

Kim H. Brown for Cruzan, Eleanor Erskine for James, David Raffo for Mathwick, Forrest Williams for Mitra, Gerardo Lafferriere for Palmiter

**Senators Absent:**

K. A. Brown, Bryson, Faaleava, Harris, Martinez Thompson, Podrabsky, Recktenwald, Siderius, Smith, Tretheway

**Ex-officio Members Present:**

Beyler, Bynum, Chabon, Clark, Everett, Finkbeiner, Fraire, B. Hansen, Harmon, Hines, Holmes, Jhaj, Lafferriere, Lynn, Marrongelle, Moody, Padín, Popp, Raffo, D. Reese, Shoureshi, Toppe

*[NOTE change to regular order of business: as part of the **consent agenda**, Reports from Administrators (items G.1-4) were moved to 4:00.]*

#### A. ROLL

The meeting was called to order at 3:01 p.m.

#### B. APPROVAL OF THE MINUTES

A correction was made to the **5 June 2017 Minutes**: on p. 60, paragraph 2, in line 3, insert the word “go” after “need to.”

#### C. ANNOUNCEMENTS AND DISCUSSION

1. OAA concurrence to June Senate actions was **received** as part of the **consent agenda** [see **October Agenda Attachment C.1**].

2. **Announcements from Presiding Officer**

CLARK thanked previous Presiding Officers and the Steering Committee who had helped him prepare for this day. He welcomed President SHOURESHI and Provost EVERETT who were stepping into important new roles for the University.

Looking ahead, CLARK said that there a number of constitutional housekeeping items to address, as well as some possibly more substantive changes deserving consideration.

CLARK reported that in a recent Steering Committee retreat, several themes emerged which would require attention from Senate and its committees. One was defining and promoting liberal education. Another was writing across the curriculum. A third set of

issues centered on questions of PSU's autonomy and relationship to HECC (Higher Education Coordinating Commission). PSU's commitment to academic quality, retention, and degree completion formed another central theme. An additional theme might be defined as our continuing efforts to have our work "serve the city."

CLARK read a statement which he had recently shared with a PSU trustee: "How can faculty, along with the larger campus community, make our concerns clear, and how do we move these from recommendation to action?" This concern came up often during the retreat. Over the last several years, many incisive reports have not been turned into action. How can we work more effectively with the Board and the administration to realize our shared goals? Steering Committee was heartened by what they saw as a climate of hearty and frank interaction among all parties on campus. This concern, CLARK continued, involved transparency. Faculty were the folks on the ground, and they wanted their labors to count and to count well. This occurs through discussion, transparency, and trust; trust makes institutions strong. He was heartened by President SHOURESHI's comments in this context, as well as the work of the Board.

These issues, CLARK noted, become most keenly felt when resources are at stake. Clearly, PSU does not have unlimited resources, so tough choices are always before us. The President and Provost have made clear the importance of clear communication in this context; likewise, Faculty representatives are willing to speak with the Board or administration at any time. Steering Committee also expressed the desire and willingness of Faculty to participate in the administrative searches that will be taking place this year.

### **3. Announcements from Secretary**

BEYLER reminded senators to say their name when speaking from the floor.

Faculty Senate districts had been arranged, and would soon be set up as Google Groups. These were intended to facilitate communication between senators and constituents. A regular notice of "What's Happening in Faculty Senate" could be used as a basis of messages to the district. He had made an effort to keep departments together, if possible. The districts did not have any constitutional function; in particular, inclusion in the district roster was not determinative (either way) of eligibility for Senate elections. Nevertheless, if any errors of inclusion or exclusion were discovered, senators were urged to notify the Secretary.

BEYLER conducted a poll about distribution of the monthly Senate packet.

### **4. Introductions from ASPSU**

CLARK introduced Brent FINKBEINER, President of ASPSU. Vice-President Donald THOMPSON *[note correction to packet]* was currently in Washington at the US Student Association Conference, representing PSU nationally and advocating for affordable higher education. He had met several legislators, including Senator Bernie Sanders.

FINKBEINER stated one of ASPSU's platform goals: student engagement around accountability, affordability, and accessibility. One shared action item on this theme is student participation on committees. Lelani LEALIIEE, University Affairs Director, would be working with committees that needed student representation, and a process was in place to ensure that all stakeholders would know about student involvement. He also recognized Santiago VELASCO, Academic Affairs Director, as someone he hoped

faculty would connect with around issues such as international programs and new pathways through advising—hoping to ensure an equitable pathway to the degree. They had met with many individuals across the University, and he said that faculty should feel free to reach out to them on any issues involving student affairs.

CLARK stated appreciation for FINKBEINER's and THOMPSON's articulate and forceful presentations to the Board of Trustees, which he had occasion to hear recently.

## 5. Overview of capital planning

CLARK recognized Jason FRANKLIN, Director of Campus Planning and Design, to give an overview of the process to recommend and prioritize upcoming capital projects. The process was now underway for the next projects beginning in 2019. Once the PSU process is completed, it then goes to HECC, following that to the Governor, and finally to the state legislature. [For an outline, see **October Agenda Attachment C.5.**]

Over the summer, FRANKLIN and Dan ZALKOW, Associate Vice President for Planning, Construction, and Real Estate, talked with unit leadership about capital project desires, needs, missing elements, etc. They also reached out to possible external partners. There is a big list of deferred maintenance items, approaching \$300 million in cost; they look at which buildings have most items on this list. They then consult with Capital Advisory Committee [CAC] to make recommendations about prioritization. The PSU Foundation provides input about fundraising, potential donors, etc. The Government Relations office weighs in with their sense of what is happening in the legislature. The Executive Committee offers its views. Working with these inputs, the President presents his recommendations to the Board of Trustees, which in turn votes on a project list to submit to HECC. This lengthy process takes (approximately) from June to April.

FRANKLIN described methods of funding. Academic buildings are primarily paid for with state bonds which we (PSU) do not have to pay back. Bonds for buildings with a revenue-generating function we generally do have to pay back. Some spaces are paid for out of student fees. Different types of bonds are available; some do not require matching; others do, which necessitates fundraising or partnering with other entities.

FRANKLIN indicated that in the current round, two high priorities are renovation and expansion of Science Building 1, and a new building for Art & Design. Other projects under consideration include a renovation of Smith Memorial Student Union, new housing, space for the Honors College in the vacant lot next to their current building, purchase or long-term lease of the University Center Building (which PSU does not own), and general accessibility improvements.

LUCKETT asked about the possible Honors building: would they move? FRANKLIN: the plan is to build around the existing house. RAFFO: who is on CAC? FRANKLIN: it includes vice presidents or their representatives, the Presiding Officer, an ASPSU representative, the sustainability director, someone from the General Counsel's office, a representative of the deans, and an additional faculty representative. RAFFO: what does it mean that some bonds we don't pay back? FRANKLIN: for those type of bonds (Q and G), PSU pays neither principal nor interest. D. HANSEN wondered how deferred maintenance was handled; was it to our advantage not to include this in operational costs and thus build up a long list? FRANKLIN: this is a frequent discussion with the legislature. Maintenance is in theory an ongoing obligation, but the amount of money

provided does not cover the obligation. Thus deferred maintenance accumulates; new buildings are one way to deal with this. We do receive a modest amount of bond funds for maintenance. We do the best we can and try to be creative.

## **6. Reporting and adjudicating academic misconduct**

CLARK recognized Dana WALTON-MACAULAY, Assistant Dean of Student Life and Director of Conduct and Community Standards. She described her job as helping faculty do theirs by administering the Student Code of Conduct (which includes academic integrity) and by supporting the Student Conduct Committee (SCC). Academic integrity is in the bailiwick of faculty; instructors have jurisdiction over what happens academically in the classroom. Violations such as plagiarism, misrepresentation, etc., can be handled in two different ways. Faculty can refer them to her office for investigation, adjudication, and sanctioning; or, faculty have the authority to do these things themselves. If faculty handle academic misconduct themselves, it is important that it still reported to her office. Conduct records are needed for the sake of vetting for graduate school, professional programs, etc. If violations are handled in-house, faculty can report the case and state that no further action is needed.

YEIGH felt that there were many students who, particularly with technological changes, were plagiarizing inadvertently or through inattention. Were there resources to provide guidance to such students? WALTON-MACAULAY recognized that in some cases it is a developmental issue, and a sanction may then take the form, say, of requiring the student to complete an educational module. It was asked, as follow-up: what about something before a violation occurs? WALTON-MACAULAY recommended the Purdue OWL website [<https://owl.english.purdue.edu/owl/>].

DOLIDON asked about bullying or belligerent behavior. She had encountered this and reported it, but not heard a response. What should faculty do if they don't hear back for several days? WALTON-MACAULAY said that faculty have the authority to bar such students from the classroom pending a meeting the Dean of Student Life. In such an instance, however, she needs to be informed that it is a pressing case. She's not able to report back on every case, so if faculty want follow-up, they should actively ask for it.

HSU asked how long reports are kept, and who decides what reports are given to external inquirers. WALTON-MACAULAY: PSU policy is to keep reports for seven years after graduation. What kinds of reports are sent depends on what the external parties specifically ask for.

MONSERE asked whether there were discernible trends. WALTON-MACAULAY said that her office was currently putting together a report on this subject.

JHAJ reminded senators that the Office of Academic Innovation website has an academic integrity toolkit [<https://www.pdx.edu/oai/academic-integrity-toolkit>], and also that PSU has a site license for TurnItIn.com [an anti-plagiarism website].

O'BANION, chair of SCC, urged faculty to trust the processes that are in place to deal with violations, and thanked WALTON-MACAULAY for the work of her team.

## **7. Announcement from Graduation Program Board**

GELMON made an announcement on behalf of Graduation Program Board (GPB; chair: Cynthia MOHR). In spring 2015, President WIEWEL asked GPB to consider the future



of commencement. With more students graduating, ceremonies had become very long. This led, for example, to many graduates and families leaving before the ends of the ceremony. This past spring, the ceremony for professional schools (non-CLAS) lasted over four hours. We hear from students repeatedly, however, that their individual walk across the stage as their name is read is a highlight experience. There is increasing confusion about which is the “real” graduation: the large PSU event, or the smaller school, college, or departmental hooding ceremonies. This is also true for faculty, some of whom wonder which event fulfills their contractual responsibility of attending graduation; opinions differ among faculty, administrators, and AAUP leadership.

With the construction of the Viking Pavilion underway and with the 2016 GPB report in hand, several decisions were made in May 2016 by the then president and provost: 1) Beginning in 2018, official graduation would comprise individual school/college ceremonies, following a standard protocol, including all levels of graduates, and held primarily in the Viking Pavilion. 2) We would no longer use the Moda Center for a large event for multiple colleges. 3) No other ceremonies would be held, but this would not preclude celebrations. 4) GPB would be restructured to facilitate this new approach.

In July GPB met with Provost ANDREWS and Vice President for EMSA FRAIRE, and were informed that Viking Pavilion was unlikely to be ready to support multiple ceremonies in June 2018. Also, President SHOURESHI expressed a preference for a larger ceremony at the Moda Center.

GELMON expressed the concern of GPB about continuing large and lengthy ceremonies that may not be providing the best experience for our graduates and their families. It is painful to be asked to “hurry up” when hundreds of graduates are waiting for their moment of fame. With a new president and provost, GPB is initiating a series of conversations before contracts are signed for Moda Center. GPB knows that some deans and faculty prefer separate college/school ceremonies, while others prefer the larger ceremony. GPB is also aware of the cost and effort required in each scenario. There will be a further update to Senate in November or December.

CLARK here inserted announcement of a symposium with Henry Reichman, Chair of AAUP Committee on Academic Freedom and Tenure, Wed. 18 Oct., 5:30-7:00.

LIEBMAN said that the goal was a dialogue about the importance of academic freedom.

#### **D. UNFINISHED BUSINESS.** None.

*[NOTE change to regular order of business: G.1-4, Reports from Administrators, moved here.]*

### **G. REPORTS FROM ADMINISTRATORS AND COMMITTEES**

#### **1. President’s Report**

SHOURESHI, alluding to his teaching experience, remarked on the value of early feedback, as on this occasion. It was a honor for him to be at PSU, a great university, and a pleasure to be present at his first PSU Faculty Senate meeting. He did not feel a need to repeat what he said at Convocation, but did want to make some similar comments. SHOURESHI said that there is much to celebrate at PSU, and that he took pride in what he had been hearing about the achievements of faculty and students.

SHOURESHI valued the Faculty Senate. He was glad to learn that various administrators participated in Senate meetings: it was thus Faculty Senate-plus. It is

beneficial to hear what other parts of the campus are doing, academically. He saw Senate as a mechanism for Faculty to discuss key issues; he wanted to hear what Faculty had in mind. Looking forward, SHOURESHI was using the ASCEND acronym for his goals: access and affordability, scholarship, capacity, engagement with constituents, national recognition, and development. He needed the help of Faculty to achieve these goals.

In his first six weeks at PSU, visiting with people both internally and especially externally, it had become clear to SHOURESHI that PSU needed to provide more focus. Members of the community do not always know what to think of PSU: they know that we are doing more than originally, but they are not quite sure what. SHOURESHI thus felt that we need to have more focus. This would require input from and interaction with Faculty. This issue was also connected with degree alignment; we ought to ensure that our degrees align with the needs of the market and the community.

SHOURESHI was concerned about the prospect of other universities trying to encroach on our environment in Portland. We cannot stop this, and the wrong approach would be to try to prevent it through regulation. The right approach is to offer innovative programs and to make use of the infrastructure we have available in the community.

Cross-disciplinary programs can help meet the challenges that we face in society. SHOURESHI hoped that Senate could look into how to facilitate cross-disciplinary efforts, e.g., how to count teaching load when two or three faculty are collaboratively teaching a course, or how to count and reward the effort in tenure and promotion.

SHOURESHI affirmed the value of communication and transparency. In this connection, he was forming three advisory groups for faculty, students, and staff. He recognized that there is already an Advisory Council (AC); he was looking here for a broader group of 20-25 people that represented the diversity of faculty. It would include the AC but include more representation from various sectors. He planned to meet with these groups about once a month to have a direct communication about needs and concerns.

An interim Vice President for Research would be announced in a week or so. That person would head a new initiative to seek innovative proposals from faculty.

SHOURESHI adverted to the importance of on-line education, particularly in view of efforts by other universities; Oregon State now counted itself as the largest state university on this basis. He hoped that PSU could become more agile about on-line education, with Senate offering its input on how to do this.

He was new in this role; so, too, the Board of Trustees was new relative to the life of an academic institution. They are also trying to understand their role. His experience from other universities suggested that the Board should be “nose in, fingers out.”

SHOURESHI hoped that the Board would focus on long-term, strategic discussions—helping long-range plans rather than getting into the weeds of day-to-day operations.

SHOURESHI stated that, despite his reputation as a “techy guy,” he was a strong supporter of liberal education for every student, no matter the major. He wanted to provide a high-quality liberal education for all students. College education is a transformation; it is part of building character, which is typically outside of the major courses. Writing and critical thinking are crucial; no matter what the field, ultimately you will have to sell your ideas to somebody, and this requires skills in writing and oral

communication. In his own graduate education at MIT, he had benefitted greatly from courses in writing and outside of engineering.

SHOURESHI continued: academic quality is in the hands of faculty; quality sells, and is the best way to meet the competition. Retention and graduation rates will benefit as well; he hoped for recommendations for action from Faculty Senate. SHOURESHI planned to reach out to superintendents, other school officials, and community colleges about student success; facilitating good preparation will help meet the challenge of retention.

For SHOURESHI the University was like an automobile: faculty are the engine, students are passengers, and administration puts fuel into the tank. If faculty are not behind an idea, it will not take off. He hoped together with faculty to define an exciting future for PSU, identifying key areas or centers of excellence that will differentiate PSU from everybody else. We want to teach everyone about the great job that PSU is doing.

## **2. Provost's Report**

[See **Appendix G.2** for an outline.] EVERETT reviewed several leadership changes in the Office of Academic Affairs. Scott MARSHALL was leaving to become a vice president of Semester at Sea. Sukhwant JHAJ will be Vice Provost for Innovation, Planning, and Student Success; this role will include working with the integrated planning and budget process. Shelly CHABON will now oversee University Studies as part of her portfolio. There will be a search for a new Dean of Graduate Studies; a committee is being formed, and a position announcement will be forthcoming soon.

She had had the pleasure of introducing new faculty at Convocation and other occasions recently, and encouraged senators to reach out to them and help them feel welcome.

EVERETT pointed out the call for nominations for the honorary doctorate in *Currently*.

From discussion with Steering and several other Senate committees, EVERETT noted several issues she looked forward to working on with Senate this year: moving forward recommendations about writing across the curriculum; working with findings from the graduate experience survey; looking at how to better integrate international students into the life of the campus; expanding education abroad opportunities; responding to House Bill 2998 and, generally, interactions with HECC and the legislature.

EVERETT noted the appointment of Brenda GLASCOTT as Director of the Honors College. She thanked Shelly CHABON and John OTT, who had chaired the search, for their work in making this appointment. GLASCOTT comes from CSU-San Bernardino, where she was an Associate Professor of English and Coordinator of the Composition Program; thus she will have important input into writing across the curriculum.

## **3. Introduction: Marvin Lynn, Dean of GSE**

EVERETT introduced Marvin LYNN, the new Dean of the Graduate School of Education. He had most recently served as Dean of the School of Education at Indiana University-South Bend. He is a recognized expert on race and education, has made notable contributions to critical race theory, and is connected to national organizations and initiatives in this field. She had enjoyed working with GSE colleagues on the search committee, and felt fortunate to have LYNN here.

#### 4. Introduction: Leroy Bynum, Jr., Dean of COTA

EVERETT introduced Leroy BYNUM as Dean of the College of the Arts. Like LYNN, he comes with experience, having served as Dean of the School of Arts and Humanities at the College of St. Rose (Albany). BYNUM is also an accomplished opera singer, a good match for PSU as home of the only fully staged student opera company on the West Coast. BYNUM said it was a pleasure to be here; having arrived on the same day and from the same state as the President, he liked to think that New York state had lost its two best to PSU.

*[Return to regular order of business.]*

### E. NEW BUSINESS

#### 1. Curricular proposals – *consent agenda*

The new courses, changes to courses, and changes to UNST upper-division clusters listed in **October Agenda Attachment E.1** were **approved** as part of the **consent agenda**, there having been no objection before the end of Roll Call.

#### 2. Undergraduate Certificate in Lactation

CLARK introduced the proposal for an Undergraduate Certificate in Lactation in the OHSU-PSU Joint School of Public Health, brought by the Undergraduate Curriculum Committee, summarized in **October Agenda Attachment E.2**. He recognized Belinda ZEIDLER, Asst. Prof. and Undergraduate Program Director, SPH; and Carrie COHEN, Instructor and coordinator of the lactation program. D. HANSEN/HARMON **moved the proposal** as summarized in the attachment and given in the Curriculum Tracker.

It was asked whether there were other such programs regionally. COHEN said there was one program in Oregon—at a private midwifery college—and a program at UC-San Diego. HARMON asked why it was important to have a certificate. ZEIDLER said that for students to sit for the relevant board examination to serve as a lactation consultant, they need to have an appropriate degree or certification. With a certificate we can expand the number of students to whom we can offer the program: not only degree-seeking but also post-baccalaureate students. The **motion was approved** by unanimous voice vote.

### F. QUESTIONS TO ADMINISTRATORS & COMMUNICATIONS FROM THE FLOOR. None.

### G. REPORTS FROM ADMINISTRATORS AND COMMITTEES

1-4. *moved above*

#### 5. Annual Report of Committee on Committees

The report as given in **October Agenda Attachment G.5** was **received** as part of the **consent agenda**. BEYLER urged senators to read the written reports submitted by committees, which embody much important work being done, often behind the scenes.

### H. ADJOURNMENT

The meeting was **adjourned** at 4:46 p.m.

Following the meeting a DIVISIONAL CAUCUS was held to select a member from CLAS-Sci division for the Committee on Committees: Rachel WEBB.

# October Minutes Appendix G.2

## **INTERIM PROVOST EVERETT'S COMMENTS: OCTOBER 2, 2017 FACULTY SENATE MEETING**

### **INTRODUCTION OF NEW DEANS**

MARVIN LYNN, GSE

LEROY BYNUM, COTA

### **INTRODUCTION OF NEW DIRECTOR OF HONORS COLLEGE**

BRENDA GLASCOTT

### **LEADERSHIP CHANGES IN OAA**

Sukhwant Jhaj serves as Vice Provost for Innovation, Planning and Student Success

Shelly Chabon serves as Vice Provost for Academic Personnel and Dean of Interdisciplinary General Education

Internal search for new Dean of Graduate Studies will begin immediately with faculty representation from each school/college and a representative from the Graduate Council on the search committee.

### **NEW FACULTY:**

We welcomed 86 new a few weeks ago. Please make sure you get to know your new colleagues, make them feel at home and support them in their success.

### **HONORARY DOCTORATE**

The honorary doctorate nomination solicitation will go out to all faculty this week and appeared in Currently this morning. The deadline for nominations is October 31. Please nominate individuals you think are deserving of this award.

### **SENATE WORK PLAN.**

Some areas of shared work and collaboration we have identified to date:

- Writing Committee and implementing recommendations from report on writing across the curriculum.
- Work with Academic Quality Committee – review findings of graduate experience survey.
- Internationalization Council - explore additional ways to integrate international students in the life of the campus and support international students on campus and in our community. Continued discussion of expansion of Education Abroad opportunities.
- HB2998 and HECC Transfer Workgroup

Office of the Faculty Senate, OAA  
Portland State University  
P.O. Box 751  
Portland, OR 97207-0751



To: Margaret Everett, Interim Provost

From: Portland State University Faculty Senate  
Michael Clark, Presiding Officer

Date: 5 October 2017

Re: Notice of Senate Actions

On 2 October 2017, **the Faculty Senate approved** the Curricular Consent Agenda recommending the proposed new courses, changes to courses, and changes to University Studies clusters given in Attachment E.1 to the October Agenda.

**10-5-17—OAA concurs with the recommendation and approves the proposed new courses, changes to courses, and changes to clusters.**

In addition, **the Faculty Senate voted to approve** the Undergraduate Certificate in Lactation offered by the School of Public Health.

**10-5-17—OAA concurs with the recommendation and approves the undergraduate certificate.**

Best regards,

A handwritten signature in black ink, appearing to read 'Michael Clark'.

Michael Clark  
Presiding Officer

A handwritten signature in black ink, appearing to read 'Richard H. Beyler'.

Richard H. Beyler  
Secretary to the Faculty

A handwritten signature in black ink, appearing to read 'Margaret C. Everett'.

Margaret C. Everett  
Interim Provost and Vice President of Academic Affairs

# Attachment C.6

## **DRAFT RESOLUTION**

NOTE by Secretary: The following text has been suggested, by Interinstitutional Faculty Senate, as the basis for discussion by the faculty senates at the several Oregon universities. For the text of HB 2998, referred to below, see:

<https://olis.leg.state.or.us/liz/2017R1/Downloads/MeasureDocument/HB2998>

### ***Affirmation of the Responsibilities of Faculty Regarding Curriculum***

#### **Section I**

1.1 Whereas the Northwest Commission on Colleges and Universities in the report titled "Standards for Accreditation" (Section 2.C.5) states "Faculty, through well-defined structures and processes with clearly defined authority and responsibilities, exercise a major role in the design, approval, implementation, and revision of the curriculum, and have an active role in the selection of new faculty. Faculty with teaching responsibilities take collective responsibility fostering and assessing student achievement of clearly identified learning outcomes."

1.2 Whereas, in 2007, it is stated in ORS 352.010 in the section titled *Status of Faculty*, "The president and professors constitute the faculty of each of the state institutions of higher education and as such have the immediate government and discipline of it and the students therein...The faculty may, subject to the supervision of the [now defunct] State Board of Higher Education under ORS 351.070 (Board general powers as to higher education and institutions), prescribe the course of study to be pursued in the institution and the textbooks to be used."

1.3 Whereas the AAUP has stated in Section 5 of its *Statement on Government of Colleges and Universities*, "The faculty has primary responsibility for such fundamental areas as curriculum, subject matter and methods of instruction, research, faculty status, and those aspects of student life which relate to the educational process...The faculty sets the requirements for the degrees offered in course, determines when the requirements have been met, and authorizes the president and board to grant the degrees thus achieved."

#### **Section II**

2.1 Be it resolved that \_\_\_\_\_ affirms its dedication "...to fostering and sustaining the best, most rewarding pathways to opportunity and success for all Oregonians through an accessible, affordable and coordinated network for educational achievement beyond a high school diploma," as stated in the HECC's Vision Statement from its Strategic Plan (2016-2020).

2.2 Be it resolved that \_\_\_\_\_ affirms its commitment to working with our university administrations, with community colleges, with the HECC, and with the state legislature to achieve the fundamental goal of HB2998 to align transfer credits with degree pathways that will enable students to effectively transfer from community colleges into university programs of their choice.

2.3 Be it resolved that \_\_\_\_\_ affirms the right, the responsibility, and the obligation of the faculty to design, approve, and implement its institutional curriculum.

# Attachment E.1

## **Proposed Amendment to the Constitution of the Portland State University Faculty: Definition of Membership of Ranked Appointees in the Faculty and Ex-Officio Representation in Faculty Senate of Part-Time (Adjunct) Faculty**

The Constitution of the Portland State University Faculty is hereby amended:

1) By changing the first sentence of Article II as follows:

The Faculty shall consist of the President of Portland State University, and all persons who hold appointments with ~~the a rank of professor, associate professor, assistant professor, or instructor,~~ that includes the term "professor" or "instructor," and whose full-time equivalent is at least fifty percent teaching, research, or administration at Portland State University.

2) By adding to Article V, Section 1.1) the following:

d) Ex-officio members shall also include one representative who holds an appointment of less than fifty-percent full time equivalent but who otherwise meet the criteria given in Article II. Nominations (including self-nominations) for these positions for the subsequent academic year may be submitted by anyone in this category to the Secretary to the Faculty by the end of winter term. From the list of nominees the Advisory Council shall, by the end of spring term, choose an ex-officio member of Faculty Senate, as well as an alternate who will serve in case a vacancy occurs during the academic year.

\*\*\*\*\*

In accordance with Article VIII of the Faculty Constitution, this amendment is proposed for consideration by senators Baccar, Blekic, Carpenter, Dolidon, Gelmon, Liebman, Luckett, O'Banion, C. Reynolds, Walsh, and Webb.

\*\*\*\*\*

Here is the current Article II:

### **ARTICLE II. MEMBERSHIP OF THE FACULTY**

The Faculty shall consist of the President of Portland State University, and all persons who hold appointments with the rank of professor, associate professor, assistant professor, or instructor, and whose full-time equivalent is at least fifty percent teaching, research, or administration at Portland State University. Unranked members of Portland State University who are certified by the Provost to have academic qualifications sufficient to justify appointment at one of the above mentioned ranks, whose primary responsibility is for such fundamental areas as curriculum, subject matter, and methods of instruction, research, faculty status, and those aspects of student life that relate to the education process, and whose full-time equivalent is at least fifty percent teaching, research, or administration at Portland State University shall also be included in the faculty regardless of title. The University Faculty reserves the right to elect to membership any person who is employed full-time by the Oregon University System.

Here is the current Article V, Section 1.1):

#### **1) Ex-officio Members**

- a) The President, the Provost, all Vice Presidents; all Deans; the University Librarian; all Vice Provosts; all Assistants to the President; the Secretary to the Faculty; and the Student Body President of the Associated Students of Portland State University shall serve as ex-officio members of the Senate. Ex-officio members shall have full rights of discussion and making of motions but shall not have the right to vote. These Ex-officio members are not eligible to become elected members.
- b) The chairpersons of constitutional committees, members of the Advisory Council, and representatives to the Interinstitutional Faculty Senate shall serve as ex-officio members if they are not serving as elected members.
- c) In the event that they are not serving as elected members, the Presiding Officer Elect and Past Presiding Officer shall serve as ex-officio members.



## Attachment E.2

The following policy is proposed for consideration by Faculty Senate by the Steering Committee in cooperation with Academic Requirements Committee and Educational Policy Committee, and in consultation with the Academic Advising Council.

### **Major Declaration Policy**

The Faculty Senate hereby establishes the following major declaration policy, *effective Winter 2018 term*.

- (1) Upon admission to PSU, all students declare a major or select an exploratory option within an academic pathway.
- (2) After admission, exploratory students are required to declare a major by the time they earn 90 credits, or within one term after matriculation if the student transfers to PSU with 90 or more credits.
- (3) After completing 90 credits, or within one term after matriculation if the student transfers to PSU with 90 or more credits, the exploratory option in each pathway will no longer be available.
- (4) Advising is a matter of curricular concern, and therefore falls under the ultimate authority of Faculty Senate, who will review the new policy after one and two years, offering recommendations and changes at each point.

\*\*\*\*\*

### **Statement by Educational Policy Committee**

EPC believes that given the new structure of Advising at PSU that has already been implemented, a major declaration policy is appropriate. EPC reserves the right on behalf of Faculty Senate to review the major declaration policy and the advising reorganization in the future to see if the change to the structure of Advising and the Major Declaration Policy delivered the benefits that were promised. As such, EPC and Faculty Senate look forward to reviewing metrics related to graduation rates and retention rates by unit on an annual basis starting Fall 2018.

\*\*\*\*\*

### **Statement by Academic Advising Council / Academic Requirements Committee**

The Portland State University Academic Advising Council (AAC) and the Academic Requirements Committee (ARC) recommend the adoption of a formal major declaration policy. This recommendation is consistent with the AAC report to the Faculty Senate in April 2010, which states that “advising changes in effect starting with fall 2010 enrollees includes: declaration of [a] major no later than the end of the 2nd year” (AAC Report to Faculty Senate, 2010). This recommendation is also consistent with the Academic and Career Advising Redesign Report, which calls for the development of a major declaration policy to “be considered by faculty senate through the shared governance process” (Academic and Career Advising Redesign Work Group, 2016).

### **Purpose**

The purpose of the major declaration policy is to twofold: (1) to facilitate students’ timely connection to faculty, advisors, and an academic department, which research demonstrates

decreases time to degree and increases the likelihood of graduating within six years (see Contextual Background section), and (2) to prepare for the implementation of Oregon House Bill 2998 (HECC, 2017), which requires the creation of clear transfer pathways between Oregon's community colleges and four-year institutions.

### **Definition of Terms/Additional Policy Information**

- Pathways - The Academic & Career Advising Redesign recommendations established seven pathways housing majors based on student major declaration patterns, and exploratory students can choose one of these seven “flavors of exploration” if they are not ready to declare a major upon admission to PSU.
- Major Declaration - The act of declaring a major online via Banweb (current practice).
- Pathway Selection - The act of selecting one of seven pathways (predetermined grouping of majors) for exploration via Banweb.
- Students who do not declare a major by 90 credits, or within one term after matriculation for students who transfer to PSU with 90 or more credits, will receive advisor support and outreach related to the major declaration process, but they will not have a registration hold placed on their record.
- Students will have access to online resources and advisors prior to, and upon admission, in order to review majors and information about exploratory pathway selection.
- Students may change their declared major at any point (current practice), but after 90 credits, they may not select an exploratory option within a pathway.
- Students are required to confirm their major via Banweb each term (current practice).

### **Contextual Background**

Portland State University's six-year graduation rates lag behind regional and national comparator institutions (The Chronicle of Higher Education, 2017), and delayed degree completion is costly to both students and PSU. While many factors contribute to timely degree completion, the adoption of a formal major declaration policy specifically addresses the following institutional and contextual issues associated with increased time to degree: (1) House Bill (2998) - A bill designed streamline transfer between Oregon's community colleges and public universities, (2) Excessive Credits, and (3) Delayed Major Declaration.

House Bill 2998 (2017). The Oregon legislature recently passed House Bill 2998 in order to streamline student transfer from community colleges to four-year institutions. The legislation specifically “directs the HECC to bring together community colleges and universities to establish common foundational curricula of at least 30 credits and major-specific unified statewide transfer agreements (USTAs) that create clear and comprehensive pathways for community college students in Oregon as they transfer to Oregon's public universities (HECC, 2017).” By establishing academic pathways and adopting a formal major declaration policy allowing undecided students the opportunity to select a pathway of interest for exploration, PSU is one step closer to the transfer pathways articulated in House Bill 2998.

Excessive Credits. During the 2015-16 academic year, the Students with Excessive Credits work group found that of the students enrolled at PSU with more than 225 credits, 99% of them either transferred multiple times or changed their major late in their academic career

(Excessive Credits Work Group, 2016). By adopting a formal major declaration policy, as the Students with Excessive Credits work group recommended, PSU will require that all students declare a major, or exploratory pathway, in a timely manner and increase the likelihood that students (particularly transfer students) avoid excessive credits and delayed graduation.

Delayed Major Declaration. In a study conducted by the Institute for Higher Education Leadership & Policy (2009) on the California State University System, researchers found that only 9% of students who declared their major by the end of their junior year graduated within six years compared to 47.5% of students who declare by the end of their freshmen year and 34% who declare by the end of their sophomore year. Data from national research also supports this trend. In an analysis of 401,314 first-time, full-time students from 41 institutions between 2000-2008, it was found that students who declare a new major after their fifth term are more likely to increase their time to degree while diminishing the likelihood of graduating within six years (Staley, 2014). By adopting a formal major declaration policy, PSU builds a student culture where timely connection to faculty, advisors, and an academic department is anticipated, which increases the likelihood of both degree completion and timely degree completion.

## References

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